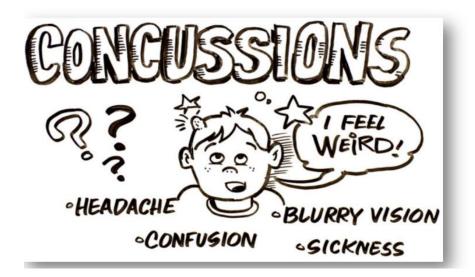
Guidelines for Diagnosing and Managing Pediatric Concussion

First edition, June 2014, v1.1



Guidelines for Concussion / Mild Traumatic Brain Injury & Persistent Symptoms

Second Edition



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ONF Guidelines for Pediatric Concussion

Guideline Model

Practice Guidelines Evaluation and Adaptation Cycle

- Identify a clinical area to promote best practice
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- 8. Finalize local guideline
 - Perform external review: feedback from practitioners and policy makers; expert peer review

- Establish an interdisciplinary guideline evaluation group
 - Establish aguideline appraisal process
 - Search and retrieve guidelines
 - Assess guidelines
- Adapt guidelines for local use

Adapted from Graham ID, Harrison MB. Evaluation and adaptation of clinical practice guidelines.

Evidence Based Nursing. 2005;8(3):68-72. Reproduced with permission from BMJ Publishing Group

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ONF Guidelines for Pediatric Concussion



- 1. Recommendations for Health Care Professionals
- Recommendations for Schools and/or Community Sports
 Organizations/Centres
- 3. Recommendations for Parents and/or Caregivers

http://onf.org/documents/guidelines-for-pediatric-concussion

Chapter: Recommendations for Health Care Professionals

Guidelines for Diagnosing and Managing Pediatric Concussion

Tipsheet/Recommendations for Health Care Professionals

In Advance (before the first activity)

Number		Evidence
0.4	Consider baseline neuro-cognitive testing if the child/adolescent plays	В
	high-risk sports—not as a general rule.	

On Presentation (what are the "red flags"?)

Number		Evidence
<u>2.1</u>	Assess and treat any physical, cognitive and neurological deficits.	A/B
2.2	Determine the need for CT imaging.	Α
2.3	Consider admission or prolonged observation if the child/adolescent shows "red flag" symptoms.	В
2.4	Treat acute headaches.	С
2.5	Prescribe physical and cognitive rest.	B/C
2.6	Discharge the child/adolescent for observation at home under certain conditions.	В

2.1: Assess and treat any physical, cognitive and neurological deficits.

When: On presentation.

Who: Health care professionals.

 Example: Emergency Department physicians, family physicians, pediatricians, sport medicine physician, nurse-practitioners.

How:

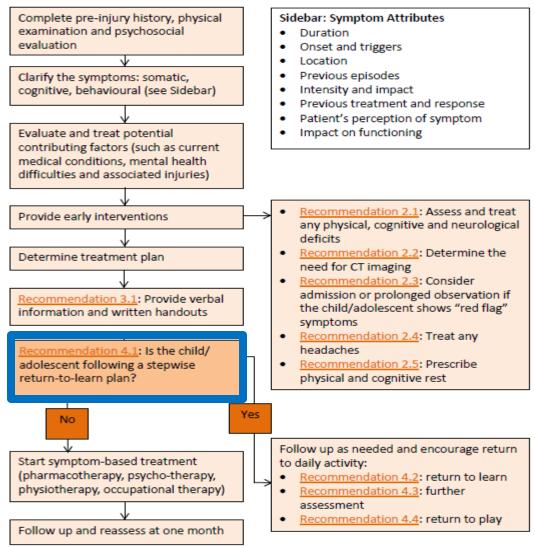
- Take a history; do an examination and a cognitive screen, assess for persistent symptoms; review mental health. Use the following tools as appropriate.
 - o Tool 2.1: Management of Acute Symptoms Algorithm.
 - lool 2.2: Acute Concussion Evaluation (ACE).
 - Tool 0.2: ChildSCAT3 Sport Concussion Assessment Tool for Children aged 5-12 (symptom evaluation).
 - Tool 1.1: SCAT3 Sport Concussion Assessment Tool for Athletes aged 13+ (symptom evaluation).
 - Tool 2.4: Neurologic and Musculoskeletal Exam.
- Consider signs and symptoms in context with the child/adolescent's normal performance, especially for those with learning and communication deficits, ADHD and/or physical disabilities.
- Find out if the child/adolescent plays high-risk sports and has had baseline neurocognitive testing (<u>Recommendation 0.4</u> for parents and/or caregivers.)
- Recommendation 5.1: Assess any modifiers that may delay recovery.

Why:

- To start treatment immediately or decide on further tests.
- To prevent re-injury, the worsening of symptoms or a prolonged recovery.

Level of evidence: A for assess (ages 13+); B for treat.

Tool 2.1: Management of Acute Symptoms Algorithm



Adapted from Department of Veterans Affairs, Department of Defense. VA/DoD clinical practice guideline for management of concussion/mild traumatic brain injury (mTBI). Washington (DC): Department of Veteran Affairs, Department of Defense; 2009 Apr. 112 p.

4.1: Recommend that the child/adolescent follow a stepwise return-to-learn plan.

When: On interim evaluation.

Who:

- Health care professionals.
 - Example: Family physicians, pediatricians, nurse-practitioners, occupational and physical therapists, neuropsychologists.

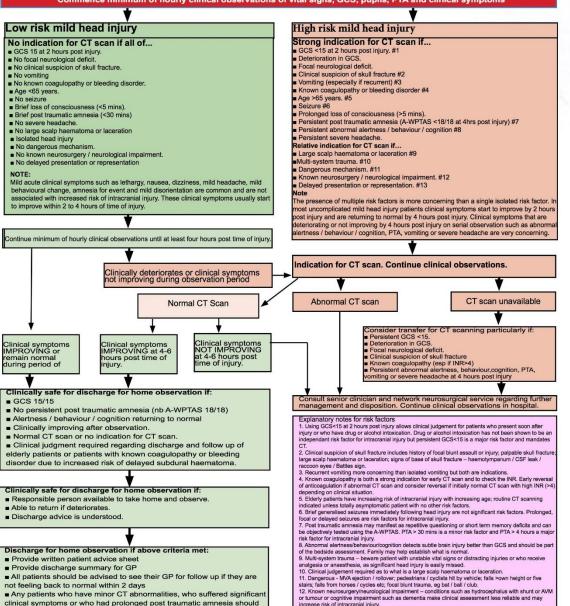
How:

- Note that there is evidence stating the need for physical and cognitive rest, but no clear
 answer as to the ideal duration. Extreme prolonged rest may delay recovery. Therefore,
 we offer tools for two approaches. Tools followed by "a" reflect a standard approach,
 those followed by "b" reflect a more conservative approach. Use clinical judgment.
 - Tool 0.5a: ACE Post-Concussion Gradual Return to School.
 - Tool 0.5b: CanChild Return to School Guidelines for Children and Youth.
- Consider the following:
 - Within 72 hours of injury:
 - Recommendation 2.5: Prescribe physical and cognitive rest.
 - If symptom-free, recommend that the child/adolescent returns to academic and/or school related activities gradually, as tolerated and as long as symptoms do not reoccur.
 - If symptomatic, recommend that the child/adolescent does not attend school or participate in school-related activities at home.
 - 3-6 days after injury:
 - If symptom-free, recommend that the child/adolescent returns to academic and/or school related activities gradually, as tolerated and as long as symptoms do not reoccur.
 - If symptoms are improving but worsen with cognitive activity, recommend that the child/adolescent does not attend school and/or participate in school-related activities.
 - One week or more after injury:
 - If still symptomatic, develop individualized return-to-learn accommodations with gradually increasing course load and hours of

Initial Diagnosis/Assessment of mTBI*

Initial GCS 14-15 on arrival following blunt head trauma Stabilise ABCDEs and assess clinical risk factors.

Commence minimum of hourly clinical observations of vital signs, GCS, pupils, PTA and clinical symptoms



be routinely referred to their GP for follow up due to an increased risk of

post concussion symptoms.

increase risk of intracranial injury.

13. Delayed presentation should be considered as failure to clinically improve during observation. For representation consider both intracranial injury and post concussion symptoms and have a low threshold

Assessment and Management of Persistent Sleep/Wake Disturbances Following mTBI

